United Nations

A/61/169

General Assembly

Distr.: General
20 July 2006
English
Original: English/Spanish

Sixty-first session
Item 87 (f) of the provisional agenda*
General and complete disarmament

Disarmament and non-proliferation education

Report of the Secretary-General

Summary

The present report is submitted pursuant to General Assembly resolution 59/93, in which the Assembly requested the Secretary-General to prepare a report reviewing the results of the implementation of the recommendations of the United Nations study on disarmament and non-proliferation education and possible new promotional opportunities. It contains information from Member States, from international disarmament-related forums, from the United Nations and other international organizations, from the independent Weapons of Mass Destruction Commission and from non-governmental organizations and academic institutions. It relates that information to the 34 recommendations made in the United Nations study.

* A/61/150.

06-43804 (E) 100806 150806

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I. Introduction

1. By its resolution 59/93, entitled "United Nations study on disarmament and non-proliferation education" (A/57/124), the General Assembly requested the Secretary-General to prepare a report reviewing the results of the implementation of the recommendations and possible new opportunities for promoting disarmament and non-proliferation education, and to submit it to the General Assembly at its sixty-first session. Recommendation 32 of the United Nations study encouraged the Secretary-General to prepare a biennial report along the same lines.

2. Recommendation 31 of the study, inter alia, encouraged Member States to inform the Department for Disarmament Affairs on steps taken to implement the recommendations contained in the report.

3. The present report contains information compiled by the Secretary-General on the implementation of the recommendations of the study by Member States, the United Nations and other international organizations and non-governmental organizations (NGOs). It should be read in conjunction with the 34 recommendations of the United Nations study.

II. Implementation of the recommendations by Member States

A. Replies received from Member States

Bangladesh

[Original: English]
[22 June 2006]

Recommendations 1, 13 and 28

1. The stand of the Government of Bangladesh is positive to the resolution. We recommend that enhanced diplomatic efforts be made to encourage all nations to support the resolution in order to turn the world into a safer place.

2. Bangladesh conducts various study period/project studies on subjects related to disarmament and non-proliferation. As a part of institutional education, some related topics are also discussed and lectures are delivered at higher military training institutions such as the National Defence College or the Defence Services Command and Staff College. Such study courses relate to a conceptual understanding of disarmament and non-proliferation at the higher level among commanders and senior officers, raising awareness at that level. However, a wide institutional education is not yet imparted on a regular basis on the subjects at lower levels.

3. Bangladesh believes that awareness and education on disarmament and non-proliferation can be increased through arranging seminars, workshops and training programmes in governmental and non-governmental organizations.

Bolivia

[Original: Spanish]
[13 June 2006]

Recommendations 1, 21 and 31

1. General Assembly resolution 59/93, adopted on 16 December 2004, reaffirms the importance of disarmament and non-proliferation education, especially on the subject of weapons of mass destruction, but also in the field of small arms and light weapons, terrorism and other challenges to international security and the process of disarmament, including effective verification measures in non-proliferation and arms limitation agreements and other similar obligations.

2. Bolivia has always demonstrated to the international community its profound commitment to peace, rooted in the conviction that all problems between States should be resolved through dialogue and mutual understanding. At the same time, it has demonstrated that it promotes the disarmament and non-proliferation processes. Actions to promote a culture of disarmament must therefore be encouraged so that the international community can make greater efforts to save present and future generations from the scourge of war.

3. In the face of the current challenges to the international system and the threat constituted by illicit trafficking in certain arms, Bolivia believes that a disarmament and non-proliferation education is of primary importance, particularly in all aspects relating to nuclear weapons and other weapons of mass destruction, as well as firearms, including small arms and light weapons, such as those referred to in the United Nations study on disarmament and non-proliferation education.

4. As a sponsor of resolution 59/93, Bolivia is of the view that the genuine promotion of mutual trust requires not only education but also effective action to destroy surplus weapons in each State.

5. All sectors of society, as well as government and non-governmental organizations, must participate to this end.

6. The collective awareness of civil society must be strengthened through educational programmes at various levels, in line with similar activities carried out by other Member States, particularly those in the region.

7. Bolivia has benefited from the United Nations Disarmament Fellowship Programme, which has trained a number of diplomats who now participate in the monitoring and implementation of its national disarmament and non-proliferation policy in the Ministry of Foreign Affairs and Worship of Bolivia.

Recommendations 13 and 28

8. Bolivia believes that the following measures are vital to the promotion of disarmament and non-proliferation education:

(a) Organizing courses, workshops and seminars in order to disseminate information on disarmament processes and Bolivia's role in their implementation for various sectors of civil society, including the academic community, educational institutions, researchers and experts, parliamentarians, entrepreneurs, government institutions, non-governmental organizations (NGOs), the media and others;

(b) Offering courses on disarmament and international security in educational institutions, such as the Bolivian Diplomatic Academy, and in other institutions such as the Bolivian National Police Force and/or the Armed Forces;

(c) Within the framework of the Bolivian National Authority for the Prohibition of Chemical Weapons, organizing workshops for academicians, government officials, educators, entrepreneurs and other members of civil society to disseminate information on initiatives in this area; and

(d) Heavily promoting this objective through the electronic media.

Canada

[Original: English]
[19 June 2006]

Recommendations 1 and 8

1. Canada has long supported the contribution of civil society, academics and non-governmental organizations to broadening our understanding of disarmament and non-proliferation challenges and to the promotion of our objectives in the non-proliferation, arms control and disarmament field. Disarmament education is thus a key dimension of our broader efforts in this area. In recognition of the depth of knowledge and expertise in the Canadian academic and non-governmental organization community, Foreign Affairs Canada hosts annual consultations with civil society covering a range of topics, such as nuclear challenges and new non-proliferation mechanisms, missile proliferation, controls and defences, chemical and biological weapons, verification and compliance issues, the global partnership programme and space security. Our delegations to the recent Preparatory Committees and Review Conference of the Nuclear Non-Proliferation Treaty have all included civil society representatives. Canada provides funding to non-governmental organizations to convene expert-level consultations, and supports efforts of [the Women's International League for Peace and Freedom] Reaching Critical Will project to ensure wide public access to national statements and other documents emanating from meetings of United Nations disarmament bodies.

Recommendations 13 and 20

2. The International Security Research and Outreach Programme (ISROP) of Foreign Affairs Canada serves as a focal point in Canada for original research and assessment relevant to international security issues, including non-proliferation, arms control and disarmament, verification and confidence-building measures. The Programme draws together in-house capability, resources from other Government departments and a network of expertise from the academic community and other knowledgeable individuals in Canada and abroad. As part of its outreach activities, in March 2005, ISROP supports the Canadian Centre for Treaty Compliance at Carleton University in Ottawa. The Centre's current focus will be on arms control, disarmament and non-proliferation treaties concerned with weapons of mass destruction. In addition to courses, researchers at the Centre examine how treaty compliance is monitored and verified and the methods for encouraging, facilitating and enforcing compliance. The Centre provides academic support for one of Canada's stated foreign policy objectives — verified compliance with legal regimes designed to reduce the threats associated with weapons of mass destruction. ISROP

also supports international security internships aimed at providing graduate-level students in international affairs with the opportunity to conduct substantive work on particular ISROP research priorities.

3. Canada supports independent graduate-level research through several Doctoral and Masters-level research awards, offered in collaboration with the Simons Centre for Peace and Disarmament Studies at the University of British Columbia. The primary objective of these awards is to enhance Canadian graduate-level scholarship on disarmament and non-proliferation issues, and promote the development of centres of excellence in this area.

4. In partnership with the United Nations Association in Canada, the Government has sponsored the production of a disarmament education module intended for students and teachers at the secondary school level. Teaching materials can be viewed at http://www.unac.org/learn. The module has been well received both by students and by educators and has been well integrated into the broader provincial and territorial curricula.

Japan

[Original: English]
[6 June 2006]

Recommendations 1 and 31

1. Japan has chosen to establish its position in the international community as a nation dedicated to peace, aiming towards a safe world free of nuclear weapons. As the only country to have experienced devastation from nuclear bombings, Japan is committed to ensuring that the tragedies of Hiroshima and Nagasaki will never be forgotten. With this aim, Japan places utmost importance on disarmament and non-proliferation education, especially for the younger generation. The following illustrates Japan's efforts in this field.

Recommendation 13

United Nations disarmament fellowship programme

2. Japan has been inviting around 25 participants to Japan each year since 1983, amounting to a total of more than 590 participants to the present. Participants receive briefings on the disarmament and non-proliferation policies of Japan. The programme includes a visit to Hiroshima and Nagasaki to learn about Japan as the only country which has suffered from the devastation of atomic bombs, and to gain an insight into the reality of atomic bombings. A large number of diplomats who have participated in the fellowship programme are now actively working in the front lines of global disarmament diplomacy. Japan will continue to actively contribute to this programme.

Recommendations 1 and 31

United Nations Conference on Disarmament Issues

3. Japan has sponsored a United Nations Conference on Disarmament Issues in a different local city each year since 1989, providing a valuable opportunity for

distinguished disarmament experts from around the world to engage in useful discussions. Last year's United Nations Conference on Disarmament Issues was held in Kyoto in August under the theme "The United Nations after six decades and renewed efforts for the promotion of disarmament" and gave rise to a very meaningful exchange of views. The 2006 Conference is to be held from 21 to 23 August in Yokohama.

Recommendation 14

Citizen's forum on disarmament and non-proliferation education

4. In August 2003, during the United Nations Conference on Disarmament Issues held in Osaka, a citizen's forum on disarmament and non-proliferation education was held with the participation of 50 teachers from primary, junior-high and high schools in Osaka, officials of international organizations and various experts on disarmament and non-proliferation. A citizen's forum on disarmament and non-proliferation education was also held in July 2004 during the United Nations Conference on Disarmament Issues in Sapporo, and there was active discussion between teachers and experts.

Recommendations 1 and 31

Ministry of Foreign Affairs materials

5. The Ministry of Foreign Affairs of Japan has been taking concrete steps to disseminate information on various efforts it has been making in the area of disarmament and non-proliferation. "Japan's Disarmament Policy" was published in 2002 in Japanese, followed by an English version in 2003. In 2004, an updated edition, "Japan's Disarmament and Non-Proliferation Policy", was published in both Japanese and English. In March 2006, the third edition was published in Japanese. The Ministry of Foreign Affairs has also established, and regularly updates, a comprehensive web page with readily available information on Japan's activities in the field of disarmament and non-proliferation.

Submission of a working paper on disarmament and non-proliferation education to the 2005 Review Conference of the Parties to the Treaty on the Non-Proliferation of Nuclear Weapons

6. Japan jointly submitted working papers on disarmament and non-proliferation education to the 2005 Review Conference, underlining the importance of education as a tool for strengthening disarmament and non-proliferation for future generations.

Participation in the United Nations Governmental Experts Group on Disarmament and Non-Proliferation Education

7. Japan participated in the Group of Governmental Experts on Disarmament and Non-Proliferation Education, established following the General Assembly resolution adopted in November 2000, requesting the Secretary-General to prepare a study on disarmament and non-proliferation. The Group submitted a report to the Secretary-General two years later, containing a series of recommendations for immediate and long-term implementation, which formed the basis for the draft resolutions adopted by the General Assembly in 2002 and 2004.

Inviting disarmament experts

8. Based on the recommendations of the United Nations study on disarmament and non-proliferation education, Japan has invited prominent educators on disarmament and non-proliferation since 2002. In November 2002, Kathleen Sullivan, a representative of Educators for Social Responsibility, was invited to conduct a nuclear disarmament education tour in Japan, working with high school students, civic leaders and *hibakusha* in Hiroshima, Nagasaki and Tokyo. Furthermore, in January 2004, Natalie Goldring, from the Programme on Global Security and Disarmament at the University of Maryland, and in February 2005, William Potter, from the Monterey Institute of International Studies, were also invited to Japan to give lectures on nuclear disarmament and non-proliferation. In February 2006, Japan invited Jean Pascal Zanders, director of the BioWeapons Prevention Project, who gave a lecture on the importance of the disarmament of biochemical weapons.

Recommendation 13

Disarmament and non-proliferation seminar

9. The Centre for the Promotion of Disarmament and Non-Proliferation in Japan held a disarmament and non-proliferation seminar in September 2005, for two days, with the aim of deepening understanding on recent disarmament and non-proliferation trends, mainly for those considering taking active roles in this field in the future. A seminar was also held over three days in March 2006 with a series of presentations covering a variety of related issues, resulting in a lively exchange between participants. Lecturers from the Ministry of Foreign Affairs also attended the seminar.

Recommendations 1 and 31

Peace efforts/peace education

10. Hiroshima and Nagasaki, the only cities to have suffered from the devastation of atomic bombs, hold a yearly Peace Ceremony to prevent the recurrence of such a tragedy. In 2005, marking the sixtieth anniversary, it gathered numerous people from Japan and all over the world.

11. The World Conference of Mayors for Peace, which the mayors of Hiroshima and Nagasaki launched in 1982 and which is held every four years to encourage cities to work together towards the total elimination of nuclear weapons, convened in Hiroshima in 2005.

12. The cities of Hiroshima and Nagasaki, along with the International Peace Research Association, have established Hiroshima-Nagasaki Peace Study Courses in universities around the world by sending peace education materials and lecturers, establishing university-level peace education models and exchanging opinions and methodology.

13. The Government of Japan has supported a number of efforts by local governments, universities, NGOs and various organizations to organize exhibitions relating to atomic bombs in foreign countries, including the Hiroshima-Nagasaki A-bomb exhibitions in Paris in September 2005.

Mauritius

[Original: English]
[20 June 2006]

Recommendation 14

A "train the trainers" programme in this field is desired.

New Zealand

[Original: English]
[24 June 2006]

Recommendations 1 and 31

In response to recommendation 31 of the United Nations study on disarmament and non-proliferation education, encouraging Member States to designate a focal point for disarmament and non-proliferation education and training, the Disarmament Division of the New Zealand Ministry of Foreign Affairs and Trade has been so designated. This designation is not meant to imply that the Ministry is in a position to take responsibility for implementation of the report. That responsibility is spread over a number of New Zealand Government and non-government agencies. However the Ministry will continue to be responsible for reporting as required on implementation of the report.

Suriname

[Original: English]
[5 July 2006]

Recommendations 1 and 31

1. The Government of Suriname continues to support the principles and objectives of disarmament and non-proliferation education. Such education will benefit the process of disarmament and non-proliferation. We support therefore the 34 recommendations of the United Nations study on disarmament and non-proliferation education.

Recommendations 14 and 28

2. In accordance herewith training programmes are being conducted in order to increase awareness and promote a culture that would enhance disarmament and non-proliferation.

3. The Government is guided by the recommendations of the group of experts, the Government departments with portfolios of relevance to this matter, together with civil society organizations, will jointly examine the situation in order to advise on the way forward.

4. Currently, however, issues pertaining to disarmament, non-proliferation and security in general are part of the curriculum of such courses as the (advanced) Military Training Programme.

5. Although the lack of sufficient capacity at the national level constitutes a major challenge we will continue our efforts to increase disarmament and non-proliferation training and education.

B. First Committee

Recommendations 1 and 33

4. At the initiative of the Chairman of the First Committee, during the interactive debate on disarmament and non-proliferation (DNP) education on 21 October 2005, two prominent educators were invited for the first time to make presentations on nuclear and small arms education. Kathleen Sullivan, Coordinator of the Nuclear Weapons Education and Action Project of Educators for Social Responsibility, Metropolitan Area, in New York, shared her views on the guiding principles of DNP education in the United Nations study on the subject, and conducted a classroom demonstration of the firepower of the current nuclear arsenals.[1] Peter Lucas, of the John W. Draper Master's Programme in Humanities and Social Thought at New York University, introduced a detailed curriculum on small arms and human rights created by teachers in training, aimed at high school and early university students.

C. 2005 Review Conference of the Parties to the Treaty on the Non-Proliferation of Nuclear Weapons, New York

Recommendations 1, 13 and 31

5. The issue of DNP education was considered by Main Committee I. Egypt, Hungary, Japan, Mexico, New Zealand, Peru, Poland and Sweden submitted a working paper on the issue (NPT/CONF.2005/WP.30), which encouraged States parties to support and develop DNP activities, to cooperate with academic institutions to develop model curricula on the consequences of proliferation and the importance of disarmament, to designate a focal point on DNP education and training and to inform the Department for Disarmament Affairs on steps taken to implement the DNP study. Further, Japan submitted a working paper on its efforts in DNP education (NPT/CONF.2005/WP.31).

D. Conference of States Parties and Signatories to Treaties that Establish Nuclear-Weapon-Free Zones, Mexico City, 26 to 28 April 2005

Recommendations 1 and 13

6. At the above Conference, the participating States parties or signatories to the Treaties of Tlatelolco, Rarotonga, Bangkok and Pelindaba adopted a Declaration of the Conference of Nuclear-Weapon-Free Zones, paragraph 30 of which refers to DNP education and reads as follows: "We express our conviction that disarmament and non-proliferation education constitutes an important measure that can contribute to achieving a world free of nuclear weapons threats. We therefore encourage all States to promote programmes instilling the values of peace, disarmament and nuclear non-proliferation in their respective educational and academic spheres and

[1] For the full speech, see http://disarmament.un.org/education.

call upon IAEA and donor countries to help in the promotion and implementation of such programmes" (see A/60/121, annex III).

III. Implementation of the recommendations by the United Nations and other international organizations

A. Department for Disarmament Affairs

Recommendations 5, 13 and 17

7. The United Nations Regional Centre for Peace and Disarmament in Asia and the Pacific conducted, in cooperation with the Government of Indonesia, a workshop on the promotion of the United Nations study, in Bali, on 21 and 22 December 2005. More than 60 participants representing international organizations, Governments, NGOs, the press, academic institutions and elected officials were exposed to a wide range of disarmament and non-proliferation issues. The participants concluded that there was a need to distil the wealth of available information in easy-to-use curriculum materials for wide dissemination, and stressed the need for education of journalists.[2]

Recommendation 7

8. Further to a request made in resolution 479 of the Agency for the Prohibition of Nuclear Weapons in Latin America and the Caribbean (OPANAL) of 8 November 2005, discussions were initiated in March 2006 between the organization and the United Nations Regional Centre for Peace, Disarmament and Development in Latin America and the Caribbean (UN-LiREC), for the development of peace and DNP education courses. The courses will be organized in cooperation with the University for Peace (UPEACE) and other entities and are aimed at decision makers and young people in the region. Pursuant to a request of the Government of Peru, a first course will be held in 2007 in Lima.

Recommendation 13

9. UN-LiREC has been active in conducting training courses for the law enforcement community, members of parliament and their advisers and representatives of non-governmental organizations.[3]

Recommendation 18

10. The Department for Disarmament Affairs and the Global Teaching and Learning Project (Cyberschoolbus) Unit of the Department of Public Information are currently collaborating on a project to create a disarmament component on the United Nations Cyberschoolbus website, dealing with the entire range of disarmament and non-proliferation issues, but focusing in the first place on nuclear disarmament and the illicit trade in small arms and light weapons. The site is being designed with a dual portal: a multimedia curriculum for use by educators with

[2] The presentation made at the workshop by Dr. Kathleen Sullivan describing the United Nations study and its implementation is available at disarmament.un.org/education.

[3] For a full listing of the courses offered from July 2004 to June 2005 and from July 2005 to June 2006, see A/60/132.

suggestions for activities to engage students on the issues from an international perspective and an independent entrance platform for students working on their own.

Recommendation 19

11. The Department for Disarmament Affairs continued to organize the United Nations programme of fellowships on disarmament, aimed at young diplomats, on which a separate report is being submitted to the General Assembly at its sixty-first session (A/61/130).

Recommendation 24

12. In New York and Geneva, the Department for Disarmament Affairs trained more than 65 graduate and undergraduate students participating in various university-related internship programmes. In selecting interns, the Department endeavoured to achieve gender balance and equitable geographical representation, though difficulties remained in increasing the number of interns from developing countries.

Recommendations 27 and 28

13. The Department for Disarmament Affairs and The Hague Appeal for Peace completed their joint two-year Peace and Disarmament Education Project at the end of January 2005. Its goal was to "disarm the minds" of young people and sustain small arms collection initiatives through peace education in high schools, in four countries on four continents, Albania, Cambodia, the Niger and Peru. The Department for Disarmament Affairs is grateful for the support of the United Nations Foundation with contributions from Andorra, the Czech Republic, Germany and Japan, and the Ford Foundation and the Swedish International Development Agency. To preserve the lessons learned and to offer a guide for the replication of such projects, a joint publication was released, entitled *Peace and Disarmament Education: Changing Mindsets to Reduce Violence and Sustain the Removal of Small Arms*.[4]

Recommendation 29

14. The Department for Disarmament Affairs and the United Nations Institute for Disarmament Research (UNIDIR) jointly organized a discussion on 12 October 2004, on the sidelines of the First Committee, to draw attention to the first biennial report on the implementation of the study's recommendations. Several delegations, as well as representatives of international organizations and non-governmental organizations, attended. Participants engaged in a discussion on ways and opportunities to promote and stimulate new initiatives, identify gaps, share resources and facilitate information exchange and reporting. UNIDIR proposed assisting States in submitting reports on their activities in implementing the recommendations.

Recommendation 30

15. The Department for Disarmament Affairs and UNIDIR continued to brief the Advisory Board on Disarmament Matters on a biennial basis on education and training work.

[4] Available at http://www.haguepeace.org.

B. Department of Public Information

Recommendations 3 and 4

16. With its new emphasis on educational outreach, the *UN Chronicle* (published quarterly in English and French) has featured numerous educational articles on the need for DNP education and combating terrorism. Besides regularly highlighting the evolving trends of disarmament initiatives in the debates of the General Assembly and in particular in the First Committee, the magazine has featured articles on the post-September 11 world, terrorism, child soldiers and the weaponization of society in West Africa.

Recommendation 23

17. The "UN Works" campaign produced two family-oriented educational documentaries for *What's Going On?* related to the issue of disarmament: one on child soldiers hosted by Messenger of Peace Michael Douglas, and another on landmines hosted by Laurence Fishburne. It also created two website features on both issues with links to the Department for Disarmament Affairs site and other partners.

Recommendation 23

18. The United Nations study was covered in radio news programmes as well as radio magazine and feature programmes for regional and worldwide dissemination. Topics ranged from disarmament in crises to mine clearance and small arms and light weapons in Africa.

C. United Nations Institute for Disarmament Research

Recommendation 1

19. A strong focus of UNIDIR education work over the past two years has been on diversifying its outreach programme both to reach new audiences and better to meet the needs of those already familiar with the Institute. Many UNIDIR education-related activities that were described in the report of the Secretary-General (A/59/178) continue and are not repeated here.

Recommendation 2

20. UNIDIR continued to produce and disseminate disarmament research and materials, especially its journal, *Disarmament Forum*, and a wide range of books and reports. *Disarmament Forum* is now in its seventh year of publishing disarmament, non-proliferation and security analysis.

Recommendation 3

21. UNIDIR published materials in United Nations official languages and in other languages, the latter through assistance from individual Governments. For example, *Coming to Terms with Security: A Lexicon for Arms Control, Disarmament and Confidence-Building* is now available in Arabic, English, French, Hungarian, Korean and Spanish. *Disarmament Forum* is published in its entirety in English and French.

Recommendation 4

22. As part of its outreach strategy, UNIDIR continues to develop new avenues for dissemination. Recent examples include posting on its website audio files of a debate held in Geneva on the occasion of the twenty-fifth anniversary of UNIDIR, and distributing a CD-ROM spreadsheet for calculating the costs of small arms and light weapons storage.

Recommendation 12 and 23

23. UNIDIR hosted the Soka Gakkai International (SGI)-USA exhibit "Building a Culture of Peace for the Children of the World" in 2005 at the Palais des Nations in Geneva, which was followed by a public workshop on the same theme with the International Committee of Artists for Peace (ICAP) and SGI at the Montreux Jazz Festival. On the occasion of the Jazz Festival's fortieth anniversary, UNIDIR and ICAP hosted a workshop entitled "Artists as Peacemakers".

Recommendation 17

24. UNIDIR continued to strengthen its outreach activities with the press. Materials produced by UNIDIR are used by journalists around the world as reference and background material and as a source for expert information. UNIDIR, through the Geneva Forum, maintains its *Media Guide to Disarmament and Arms Control*, an electronic publication with a global focus. It contains the names and contact details of over 200 experts in 14 areas of disarmament and six geographical regions, as well as links to further useful information on the web. Many UNIDIR seminars and meetings are open to the press. The Institute also organizes regular press briefings before and after disarmament conferences and often when reports and books are published.

Recommendation 18

25. UNIDIR reaffirms its willingness to cooperate with the Department of Public Information, the Department for Disarmament Affairs, NGOs and others to help adapt materials or to assist in the development of new ones.

Recommendation 27

26. In order to support peacekeeping and peacebuilding, UNIDIR is working on including women in disarmament, demobilization and reintegration processes through better research, training and education to further the objectives of Security Council resolution 1325 (2000).

D. Agency for the Prohibition of Nuclear Weapons in Latin America and the Caribbean (OPANAL)

[Original: Spanish]

Recommendation 1

27. The OPANAL Conference and Council have made every effort to ensure that the issue of education for peace, disarmament and nuclear non-proliferation continues to be included in their activities.

Recommendations 13 and 31

28. At the XVIII Regular Session of the General Conference, held in Havana in November 2003, resolution CG445 entitled "Education for peace, disarmament and nuclear non-proliferation" was adopted. The resolution resolves:

> 1. To endorse resolution A/RES/57/60 of November 22, 2002, of the General Assembly of the United Nations;
>
> 2. To encourage the Member States of OPANAL to promote education in the values of peace, disarmament and nuclear non-proliferation in the appropriate educational and academic media;
>
> 3. To urge the Member States of OPANAL to implement the recommendations contained in resolution 57/60, entitled "United Nations Study on Disarmament and Non-Proliferation Education";
>
> 4. To request the Secretary General to prepare a specific proposal on the application by the Agency of the recommendations included in the United Nations study and aimed at international and regional agencies;
>
> 5. To also request the Secretary General to continue the work of disseminating the Treaty of Tlatelolco in media and academic institutions, promoting educational activities that will contribute to education for peace, disarmament and nuclear non-proliferation among the Member States, and to seek the cooperation of academic institutions in said States, also using, when applicable, the agreements and memoranda of understanding that OPANAL has entered into with other international agencies;
>
> 6. To entrust the Secretary General with informing the Secretary-General of the United Nations of the present resolution, as an expression of the desire of the Member States of the Treaty of Tlatelolco to recognize, affirm and guarantee the right to a culture of peace, disarmament and nuclear non-proliferation.

29. At the XIX Regular Session held in Santiago, Chile, in November 2005, resolution CG479 was adopted. The resolution resolved:

> 1. **To exhort** the Member States of OPANAL to implement the recommendations found in UN General Assembly Resolution 59/93 "United Nations study on disarmament and non-proliferation education";
>
> 2. **To recognize also** the importance of civil society, including non-governmental organizations, in disarmament and nuclear non-proliferation education;
>
> 3. **To instruct** the Secretary General to reinitiate contact in order to study the mechanisms for cooperation with the United Nations Regional Centre for Peace, Disarmament, and Development in Latin America and the Caribbean (UN-LiREC) to conduct joint activities within the objectives defined in the Memorandum of Understanding signed on 29 April 2003;
>
> 4. **To also instruct** the Secretary General to continue efforts to disseminate the Treaty of Tlatelolco in the media and academic institutions, promoting educational activities that will contribute to peace, disarmament, and non-proliferation education among the Member States and to seek the cooperation of academic institutions in said States, as well as NGOs, also using, where

applicable, the agreements and memoranda of understanding that OPANAL has reached with other international agencies;

5. **To request** that the Secretary General prepare a report on the measures adopted, as well as the activities carried out by OPANAL to promote peace, disarmament and non-proliferation education for presentation to the General Assembly during it sixty-first session;

6. **To entrust** the Secretary General with informing the Secretary-General of the United Nations of this resolution, as an expression of the will of the Treaty of Tlatelolco Member States to recognize, affirm and guarantee the right to a culture of peace, disarmament and nuclear non-proliferation."

30. At the conclusion of that Session, the Declaration of Santiago de Chile was adopted. In its paragraph 13, it resolved:

> "To express our conviction that disarmament and non-proliferation education constitutes an important measure that can contribute to achieving a world free of nuclear threats. We therefore encourage all States to promote programs instilling the values of peace, disarmament and nuclear non-proliferation in their respective education and academic spheres".

31. In addition to the cooperation agreements it entered into prior to 2003, such as its 1972 agreement with the International Atomic Energy Organization, OPANAL has signed agreements with the Comprehensive Nuclear-Test-Ban Treaty Organization, the United Nations Regional Centre for Peace, Disarmament and Development in Latin America and the Caribbean, the Pacific Islands Forum, the University of Malaga and the Latin American Parliament. These agreements promote, in particular, joint activities that will contribute to education for peace, disarmament and nuclear non-proliferation.

32. In February 2004, OPANAL organized and participated in the 38th anniversary of the adoption of the Treaty of Tlatelolco. In that connection, it expresses its gratitude to Ambassador Joao Augusto de Araujo Castro of Brazil, the driving force behind the denuclearization initiative in Latin America; Ambassador Alfonso Garcia Robles of Mexico, the architect of the Treaty of Tlatelolco; and Ambassador Leopoldo Benites Vinueza of Ecuador, the first Secretary General of OPANAL.

33. OPANAL, together with the Government of the United Mexican States, organized the Conference of States Parties and Signatories to Treaties that Establish Nuclear-Weapon-Free Zones, held in April 2005 in Mexico City. The Declaration adopted by the Conference expressed support for this issue (see para. 6 above).

Activities undertaken by the Secretary General in the field of education for peace, disarmament and nuclear non-proliferation

34. Only those activities falling in the period covered by the present report are listed below. The full report is contained on the website of the Department for Disarmament Affairs.

(a) In July 2004, at the invitation of the Mexican Bar Association, the Secretary General gave a lecture on the Treaty of Tlatelolco in Guadalajara, Mexico;

(b) In September 2004, he was invited by the NGO Soka Gakkai to the commemoration of the declaration by its President, Josei Toda, in Mexico

City. He participated in a seminar on peace and disarmament entitled "The challenge for citizens of the twenty-first century"; the title of his lecture was "Efforts of the international community to prohibit nuclear weapons and impede their proliferation";

(c) In October 2004, he participated in the Fall International Days of the Institute of Higher Learning of Colegio Holandés of Mexico. On that occasion, he delivered a lecture on the topic "International peace and security";

(d) In December 2004, at the invitation of the Government of New Zealand and the Parliamentary Network for Nuclear Disarmament for Global Action, he gave a lecture entitled "Nuclear-weapon-free zones and the promotion of nuclear non-proliferation" in Wellington. The lecture was attended by parliamentarians from 29 countries;

Recommendation 4

(e) In July 2005, he appeared on the programme "Entrevista Ventana Semanal" on Channel 22 on Mexican television marking the 60th anniversary of the dropping of the atomic bomb on Hiroshima. The interview focused on the activities of OPANAL and the Treaty of Tlatelolco.

Recommendation 1

(f) In August 2005, at the invitation of the Senate of the United Mexican States, he participated in the Conference entitled "Hiroshima and Nagasaki: 60 years later. Reflections on the nuclear threat in the twenty-first century". He delivered a lecture on the topic "The Treaty of Tlatelolco, Mexican diplomacy, and the promotion of nuclear disarmament";

(g) In February 2006, he gave a lecture on the topic "Human security and armed conflict" at the Seminar on Human Security organized by the Ministry of Foreign Affairs of Mexico;

(h) In February 2006, he gave a lecture at the Universidad del Valle in Mexico, Texcoco campus, on "The Treaty of Tlatelolco and nuclear-weapon-free zones";

(i) In April 2006, he was invited to attend the IAEA Regional Seminar on Verifying Compliance with Nuclear Non-proliferation Commitments: Strengthened Safeguards, Small Quantities Protocols and Additional Protocols, held in Quito, Ecuador, where he lectured on the topic "Verification and the strengthening of the regional treaties on nuclear-free-weapon zones: OPANAL perspective";

(j) The Secretary-General has also sent notes to various Mexican universities, offering to participate in seminars or courses to raise awareness of the purposes and objectives of the Treaty of Tlatelolco as well as the need to expand the culture of peace, disarmament and non-proliferation;

(k) The Secretary General of OPANAL maintains an open-door policy towards university students applying for internships or wishing to participate in community service projects and encourages them to study in depth the importance of disarmament and nuclear non-proliferation.

Recommendation 5

35. In accordance with the memorandum of understanding concluded between OPANAL and the United Nations Regional Centre for Peace, Disarmament and Development in Latin America and the Caribbean and paragraph 3 of resolution CG 479 mentioned above, the Secretary General has reinitiated contact with the Centre with a view to conducting joint activities.

36. The Secretary General, at the invitation of the Director of the Centre, Mr. Péricles Gasparini, travelled to Lima to discuss future cooperation between the two organizations and to establish a basis of critical thought on the topic education for peace, disarmament and nuclear non-proliferation, taking into account the particularities of the various target countries and groups. At this meeting, held from 6 to 8 March 2006, a document entitled "Education for peace, disarmament and nuclear non-proliferation. Coordination meeting" was drawn up. On 24 March, the Secretary General submitted the document to the OPANAL Council at its 220th session, and the Council decided that the Director and Adviser of the Centre should be present at its next meeting.

Recommendation 13

37. Mr. Péricles Gasparini and Ambassador Hugo Palma, Director and Adviser of the Regional Centre, respectively, visited the OPANAL office on 25 and 26 May and submitted the Centre's working paper to the Council. This document called for the implementation of various activities in the field of information, awareness raising and training with the participation of various social groups, governments, parliaments and international organizations with the ultimate objective of strengthening international peace and security and ensuring strict compliance with international law. Joint activities would include the preparation and development of courses on disarmament and non-proliferation education for various groups and entities, including schools, universities, the media and political leaders.

E. University for Peace[5]

Recommendation 13

38. The University for Peace (UPEACE) has taken a number of steps to implement the relevant recommendations mandated by the United Nations study. It has developed a DNP education course module, which is taught as a credit course for the Master of Arts degree programme on international peace studies. The course covers two major aspects: (a) weapons of mass destruction, chemical and biological weapons and nuclear weaponry and (b) small arms and light weapons. The course highlights the dangers to peace inherent in the spread of both weapons of mass destruction as well as small arms and light weapons.[6]

39. The DNP education course module continued to be a regular feature of the UPEACE Master of Arts degree programme and will therefore be offered every year. The University will also be exploring possibilities for developing a full-

[5] The University for Peace is an international treaty organization established pursuant to General Assembly resolution 35/55 of 5 December 1980 to support the central peace and security objectives of the United Nations through a worldwide movement of education for peace.

[6] A copy of the course syllabus is available at disarmament.un.org/education.

fledged postgraduate programme on DNP education, depending on the availability of resources and other factors. Possibilities for offering this programme jointly with other institutions around the world are also being explored.

Recommendations 13, 14, 21 and 23

40. UPEACE has also developed the "Sharing Knowledge for Peace" programme, which provides global access to instructors, students and learners in institutions around the world. A major objective of the programme is to disseminate teaching materials, courses and modules for various programmes to partner institutions around the world, using state-of-the-art technology, for the instruction of peace and conflict studies, making it possible for large numbers of students at their home universities to study specific issues. The disarmament and non-proliferation module would be part of the dissemination programme. The "UPEACE GlobalEd" distance education programme will offer web-based teaching in the major fields, including disarmament.

IV. Implementation of the recommendations by the Weapons of Mass Destruction Commission

Recommendations 1 and 24

41. In its report "Weapons of Terror; Freeing the World of Nuclear, Biological and Chemical Arms",[7] the Weapons of Mass Destruction Commission states that adequate knowledge and concern "at the popular level" are needed "to exercise effective pressure on governments regarding WMD issues". Several findings of the United Nations study on disarmament and non-proliferation education are cited and the Commission noted that, although the study was largely uncontentious, the follow-up to the report was gradual and incomplete. The Commission thus recommended that organizations with security-relevant agendas re-examine the 2002 United Nations study on disarmament and non-proliferation education and consider ways in which they could foster and support such education and an informed public debate. Governments should fund student internships at multilateral institutions working on weapons of mass destruction issues.

V. Implementation of the recommendations by civil society and non-governmental organizations

A. Center for Nonproliferation Studies

42. As part of its mission to combat the spread of WMD by training the next generation of non-proliferation specialists while raising global public awareness on WMD issues, the Center for Nonproliferation Studies (CNS) has developed various educational activities, listed below. For a fuller description, see http://disarmament.un.org/education.[8]

[7] Chapter 7, "Export controls, international assistance, and non-governmental actors". Available electronically at http://www.wmdcommission.org.

[8] Also see http://cns.miis.edu/cns/index.htm.

Recommendations 2, 21, 22 and 25

43. CNS has developed a series of tutorials designed to educate and provide useful material about treaties through interactive text and enriched multimedia segments, including timelines, maps and numerous links to relevant resources. The tutorials are periodically updated to reflect changes in the non-proliferation environment and are self-paced for a learning environment accessible to everyone via the web. CNS has developed tutorials on nuclear non-proliferation, chemical weapons, biological weapons, radiological terrorism and nuclear terrorism.

Recommendation 3

44. Various CNS publications are translated into Russian, including online publications that CNS produced for the Nuclear Threat Initiative. In addition to the Non-Proliferation Treaty (NPT) tutorial, country profiles are also available in Russian.

Recommendation 4

45. All CNS online publications are accessible through the web. Online publications include the Inventory of International Non-Proliferation Organizations and Regimes, International Export Control Observer. Links to these publications are sent through an e-mail LISTSERVE.

Recommendation 6

46. The core educational programme of CNS is the Certificate in Non-Proliferation Studies, awarded by the Graduate School of International Policy Studies at the Monterey Institute of International Studies. Available to Master's degree students and qualified non-degree students, the Certificate programme is designed to prepare students for professional careers in non-proliferation, arms control or disarmament. The Certificate is the only one of its kind in the United States of America. In the past two academic years, 92 students have earned the Certificate.

47. The high school outreach and exchange programme of CNS, the Critical Issues Forum, brings United States high schools together with schools in "closed nuclear cities" of the Russian Federation to study non-proliferation and international security issues. The 2005-2006 programme included a teacher development workshop held in Monterey in November 2005, including curriculum development and education and training for high school teachers. A student-teacher conference was held in April 2006 in which over 60 students, teachers, and parents from 5 high schools in California, 2 high schools in Texas, and 10 schools in Russia's closed nuclear cities (Lesnoy, Novouralsk, Ozersk, Penza, Sarov, Seversk, Snezhinsk, Zarechniy, Zelenogorsk and Zheleznogorsk) participated. The conference was the culmination of a year-long investigation into nuclear weapons and non-proliferation by the high school students. Research activities ranged from scientific and environmental aspects to social and cultural issues associated with nuclear weapons.

Recommendation 7

48. CNS organized a workshop on the 2005 NPT Review Conference in Annecy, France, in March 2005. Entitled "The 2005 Review Conference: finding common

ground", the workshop provided an informal forum for national delegations to discuss the most pressing concerns regarding NPT and the possible options the States parties have in addressing these challenges at the May 2005 Review Conference. The event was attended by 82 participants from 40 different States parties, including the President of the 2005 NPT Review Conference, its three Main Committee Chairpersons and senior representatives of the International Atomic Energy Agency (IAEA), the United Nations and selected non-governmental organizations.

49. The Visiting Fellows Programme provides comprehensive training for policy professionals from Russia and other former Soviet States, China and other countries. Visiting fellows spend three to four months in Monterey taking part in presentations, tutorials and directed research. In 2005-2006, CNS hosted 25 visiting fellows from seven countries.

50. The English Language and Non-Proliferation (ELAN) Programme offers intensive English language instruction as well as an introduction to non-proliferation issues. CNS hosted 21 ELAN fellows in 2005-2006 from four countries.

Recommendation 19 and 24

51. CNS offers part-time graduate research assistantships, enabling students pursuing the Non-Proliferation Certificate to experience a unique combination of formal coursework and on-the-job training through part-time paid research assistantships at CNS. As an assistant, a student contributes to databases, website publications, fact sheets and analytical briefs.

52. The Center offers full or partial tuition scholarships to students working towards a Certificate in Non-Proliferation Studies. Scholarships are awarded on a competitive basis, with both scholarly and professional experience taken into account. Applicants are expected to pursue a career in the field of non-proliferation of WMD.

53. Working towards a Certificate in Non-Proliferation Studies opens possibilities for internships at a number of international organizations, including the United Nations in New York, the Organization for the Prohibition of Chemical Weapons, IAEA, the Conference on Disarmament, the Preparatory Commission for the Comprehensive Nuclear-Test-Ban Treaty Organization, and OPANAL.

54. Since 1997, CNS has offered an on-the-job training summer programme for undergraduate students in non-proliferation studies. These undergraduate students have the rare opportunity to pursue research in a field typically not available to undergraduate students. Participants conduct research on issues related to the spread and control of WMD, including nuclear, chemical and biological weapons, and on regional security issues involving the former Soviet Union, East Asia, South Asia and the Middle East. In addition to working on ongoing projects at CNS, students develop their own research projects under the guidance of senior CNS faculty. Students are also invited to attend CNS lectures and training seminars throughout the summer.

Recommendation 23

55. As part of the Certificate in Non-Proliferation Studies, students participate in a semester-long simulation of international or bilateral arms control treaty negotiations. In the Arms Control Negotiation Simulation course, one of the core

courses for the Certificate, students adopt the roles of negotiators representing parties to bilateral or multilateral agreements.

B. University of Malaga

Recommendations 1 and 14

56. The University of Malaga has entered into an agreement with OPANAL concerning cooperation on developing programmes of study on disarmament and sharing of information (see also section III.D above).

C. Educators for Social Responsibility, Metropolitan Area

Recommendations 3, 4, 7, 17, 22, 23, 26 and 29

57. Educators for Social Responsibility, Metropolitan Area, has carried out presentations in high schools throughout the New York metropolitan area, as well as in San Diego, United States of America, and Tijuana, Mexico; has conducted disarmament education lecture series at five colleges and universities in the New York metropolitan area, in collaboration with the Global Resource Centre for the Environment Policy Institute; organized four school visits for 12 *hibakusha* visiting New York during the 2005 NPT Review Conference; facilitated disarmament education workshops in Tokyo, Kyoto, Hiroshima, Nagasaki and Yokohama during July and August 2005; supported youth activism on nuclear issues through the Educators for Social Responsibility New York-based youth group Students against Nuclear Insanity for Tomorrow's Youth (SANITY);[9] coordinated two city-wide youth caucuses on nuclear issues, involving over 500 participants, on the sixtieth anniversary of the bombing of Hiroshima and Nagasaki in 2005 and on the twentieth anniversary of the Chernobyl accident, screening Maryann De Leo's Academy Award-winning film *Chernobyl Heart*, and viewing works by Magnum photographer Paul Fusco in 2006.

D. Peace Boat

Recommendations 3, 4, 7, 10, 17, 23 and 27

58. Peace Boat is an international non-governmental and non-profit organization based in Japan that works to promote peace, human rights, equal and sustainable development and respect for the environment. It pursues this through the organization of global educational programmes, responsible travel, cooperative projects and advocacy activities, carried out in partnership with other civil society organizations and communities in Japan, north-eastern Asia and around the world.[10] Its main activities are carried out through a chartered passenger ship that travels the world on peace voyages. Each three-month global voyage involves about 900 participants of all ages and visits from 15 to 20 countries.[11]

[9] For views of students about SANITY, see http://disarmament.un.org/education.

[10] The full submission made by the Peace Boat is available at http://disarmament.un.org/education.

[11] For more information about Peace Boat see http://www.peaceboat.org/english.

59. Peace Boat voyages include a general on-board education programme, part of which is devoted to disarmament education units, comprising intensive peace and sustainability studies, and on-land education including landmine abolition and advocacy outreach to primary schools, including fund-raising and cooperative visits to Cambodia. The Youth Ambassadors for Disarmament programme, with nuclear educator Kathleen Sullivan, brought seven youth activists from the nuclear-weapon States, plus India and Pakistan, onto the voyage.[12] The Ambassadors are currently developing a manual on disarmament education and — as part of ongoing follow-up — have made commitments to visit the Ministry of Education in their home countries to lobby for the introduction of disarmament education into the national curriculum.[13]

E. Public Media, Inc./Richter Productions

60. Public Media, Inc., a non-profit organization which supports the work of Richter Productions, an independent film company based in New York City, produced a film called *The Last Atomic Bomb*.[14] The film commemorates the dropping of the bomb on Nagasaki in 1945, profiling the tragic yet inspiring story of Sakue Shimohira who, at the age of 10, was hiding in a shelter near ground zero when the bomb exploded.

F. Atomic Mirror report

61. The Atomic Mirror uses the creative arts (film, music, images, writing, performance and ceremony) to reveal the consequences of the nuclear age and to inspire people to take action for a nuclear-free world.[15] Examples of activities are: hosting young filmmakers Stephen Sotor and Trace Gaynor at the United Nations during the 2005 NPT Review Conference to present their film *Genie in a Bottle*; organizing a symposium at the United Nations with artist Marguerite Kahrl and curator Ombretta Agro to speak about her exhibition *Atomica*, and the works of Ingo Gunther;[16] organizing events on the topic of the twentieth anniversary of the Chernobyl accident; and two discussion sessions with art photographer Yuriy Kosin during his visit to New York in April 2006. A former cybernetic scientist at the Chernobyl nuclear power plant, now an artist, Mr. Kosin's work was also on display in the visitors' lobby of the United Nations as part of the official commemoration.

VI. Conclusions

62. **As evident in the submissions above, partnering in this field yields results. In the context of peace education, youth in four countries around the globe have learned about their national legislation and regulations about small arms; decision makers in Latin America and the Caribbean will familiarize**

[12] See http://disarmament.un.org/education.

[13] Statement presented by Youth Ambassadors to Japan's Ministry of Foreign Affairs, see http://www.peaceboat.org/english/nwps/sm/arc/050829/index.html.

[14] See http://www.richtervideos.com.

[15] See http://www.atomicmirror.org.

[16] Creator of the globe depicting the International Monitoring System of the Preparatory Commission for the CTBTO, which is on permanent display in the secretariat in Vienna.

themselves with the concepts and impact of their region's decision to adopt a treaty that declares the region a zone free of nuclear weapons; students of global security at the University of Malaga will be creating a virtual library of information about nuclear issues; and many in-service officials of the Government of Indonesia have become aware of their Government's policies and activities at the multilateral level on a wide range of arms control and disarmament issues.

63. **The reports received, from the Government sector and civil society, and their type, quantity and diversity, indicate that there is a strong interest on the part of Government officials as well as students at all levels of education to learn the details about weapons and their relationship to and impact on politics, economics, social trends and the environment. Despite the challenges that persist in fund-raising for all disarmament efforts and particularly for DNP education, the United Nations study continued to serve as a useful structure for United Nations-related work and as a point of reference in the field. Efforts need to be continued to implement the recommendations of the study and follow the good examples of how they are being implemented to stimulate even further long-term results.**